

CHAPTER V

CONCLUSION AND SUGGESTIONS

The previous chapter has presented the findings and discussion regarding the cohesion in deaf students' recount texts which focuses on the types of theme and thematic progression patterns along with the discussion on how the theme choice and thematic progression patterns contribute to the development of deaf students' recount texts. Thus, this chapter presents the conclusion derived from the findings and discussion of the present study in uncovering the research problems, and offers some suggestions for the improvement of future studies, especially in the study of deaf people.

5.1. Conclusion

The present study focuses on analyzing the cohesion in deaf students' recount texts in which it concerns more on the theme choice and thematic progression patterns employed by deaf students' in writing their recount texts. The purposes of this study is to explore how deaf students maintain cohesion in their recount texts, focusing on the types of theme and thematic progression patterns. The study was conducted in a special school type B in Bandung; 36 students from elementary school to senior high school was involved.

Regarding the types of theme, the study found that there are some purposes behind the choice of theme employed by deaf students in organizing their ideas into recount texts. Unmarked topical theme is used by both high achiever and low achiever deaf students to make a grammatically correct sentence. Marked topical theme is used by high achiever students to highlight some elements in a clause that they think important, while low achiever students used marked topical theme because they do not know how to structure a grammatically correct sentence. Interpersonal theme is only employed by high achiever students, and it is used to express point of view and to raise questions regarding the topic in their recount

texts. Textual theme is mostly employed by high achiever students which indicates that they are aware of the need to be cohesive so that they make connection between clauses by using either conjunctions, conjunctive adjuncts, or continuatives.

In terms of the thematic progression pattern, reiteration is the most dominant pattern occurred in deaf students' recount texts, followed by zig-zag pattern. However, deaf students did not employ multiple theme in their recount texts. Reiteration pattern is employed by deaf students as they want to make a clear focus on the topic they discussed in their recount texts. Zig-zag pattern is used by deaf students to develop more information based on the rheme they introduced.

Furthermore, the choice of theme and thematic progression pattern employed by deaf students contribute to the cohesion of their recount texts. The use of unmarked topical theme contributes to the cohesion of deaf students' recount texts by structuring grammatically correct clauses which follow the conventional SVO pattern. The use of marked topical theme contributes to the cohesion of deaf students' recount texts by making salient a particular group or phrase in a clause to build a coherent text that is easy to follow. Interpersonal theme makes cohesion of a text by projecting writer's own angle on the value of what the clause is saying. Textual theme contributes to the cohesion of a text by connecting one clause to its neighboring clauses so that the relationship between clauses is clear. Regarding the thematic progression, the high frequency of theme reiteration pattern indicates that the students create cohesion by making a clear focus on the topic they are about to discuss in their recount texts.

All in all, the findings indicate that some of deaf students are aware of the need to be cohesive, especially those who are high achiever. The high achiever students are more cohesive in writing their recount texts. It can be seen from their theme choice. They tend to use more unmarked topical theme to make a grammatically correct sentence and use more textual theme to make the connection between clauses clear. In terms of the thematic progression, they also tend to have more patterned text as most thematic progression patterns in 36 recount texts analyzed are found in high achiever students' recount texts.

5.2. Suggestions

After drawing a conclusion, there are some suggestions that may be beneficial for teachers and further studies.

Firstly, for teachers, it is hoped that theme and rheme analysis can be applied as a tool to improve students' writing skill. Paying attention to the theme and rheme in writing a text may increase a text's cohesion. Teachers may start changing the way of teaching from traditional way to be more concerned on the theme and rheme in a sentence.

Secondly, for further studies, it may be interesting to explore more on how deaf people use language in different aspects since it is rarely studied. It may be interesting to analyze how deaf students organize their ideas into any other texts beside recount texts, or analyze deaf students' recount texts in different aspects of meaning, such as transitivity or mood. Hopefully, this present study may give contributions to the field of SFL and to deaf studies.